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TEACHING ENGLISH AND READING SIMULTANEOUSLY FOR ELEVENTH GRADE NON-REGENT ENGLISH

Ramapo Central School District Number 2, Spring Valley, N.Y.

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The need for simultaneous teaching of reading skills and course content prompted the formation of a study guide which coordinates these two areas in an eleventh-grade nonregent English program used by Ramapo Central School District No. 2 in Spring Valley, New York. The guide provides exercises with a range of ability and achievement levels which adjust to individual student differences. It contains five literary units: (1) the short story, (2) the novel, (3) nonfiction, (4) drama, and (5) biography and a unit on the complete sentence. Each lesson is divided into five sections--(1) readiness, (2) purpose for silent reading, (3) oral reading and discussion, (4) word attack and word recognition skills, and (5) followup exercises. Study guide questions and word attack exercises are provided at the end of the lesson; an answer sheet is provided for the teacher. (BS)

TEACHING ENGLISH AND READING SIMULTANEOUSLY
FOR
ELEVENTH GRADE NON-REGENT ENGLISH

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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RAMAPO CENTRAL SCHOOL DISTRICT NO. 2
Spring Valley, New York

1966

Dr. Merrill L. Colton, Superintendent

ENGLISH
ELEVENTH GRADE NON-REGENTS

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RAMAPO CENTRAL SCHOOL DISTRICT NO. 2
Spring Valley, New York

1966

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FOREWORD

The instructional materials included in this booklet were based on specific assumptions, constructed for several specific purposes and designed to be applied in several specific ways.

Assumptions

1. All students - regardless of their levels of ability and achievement - need help in reading more successfully the materials required in their content courses.
2. The help that these students require ranges from the development of basic reading skills to the formulation and application of abstract concepts.
3. The needs of students can be met if instruction is designed to meet the needs; their needs are not met by chance.
4. The most logical place to give this instruction is in the subject area in which the deficiencies manifest themselves, using materials that students are required to read as the vehicle for the instruction.
5. The most logical person to provide this instruction is the teacher of the subject in which the students are experiencing difficulty.
6. This subject content teacher has little - if any - time to devote exclusively to the development of skills - even though they are related to the subject content area.
7. If a practical system for the simultaneous development of subject related concepts and skills is devised, content teachers will embrace and apply the system.
8. The secondary school teachers in Spring Valley are interested in practical solutions to their students' problems and in practical methods to increase their own efficiency.

Purposes

1. The exercises in these materials serve a dual purpose: 1) they provide guided practice on skills needed to acquire the concepts basic to the course content; 2) they provide guidance in the manipulation of ideas related to the subject and they develop an awareness of the interrelationships among the ideas and a sensitivity to their proper application.
2. They provide for a range of ability and achievement levels so that more than lip service can be given to students' individual differences. Many of the exercises have asterisks preceding items. These asterisks indicate levels of difficulty. Assign items to groups according to their competence to do the work. In class discussion, students learn from one another and gain the information included in items not assigned to them. At the same time they experience success and make a contribution of their own.
3. They are applied to the content materials regularly used in the curriculum, thus assuring the simultaneous development of skills and concepts.
4. They are directed toward the development of only those skills and concepts

that are related to a related to a given curriculum, thus assuring the simultaneous development of skills and concepts.

5. They are directed towards the development of only those skills and concepts that are related to a given curriculum in question, thus assuring their practicality.
6. They are designed to deeply involve students in a learning experience, making students active participants rather than passive observers.
7. They guide the students through the experience of applying the appropriate skills and developing the basic concepts; they do not assume that students already possess the skills or have already developed the concepts that are basic to the course.
8. They guide students, but in such a manner that students are lead toward the independence in the application of the skills and in the formulation of the concepts.
9. They release the teacher from being a dispenser of information and allow him to be a true guide to good learning.

Application

1. It is assumed that teachers using the materials would first insure their students' preparation for the reading they must do.
This would include:
 - a. Identification of potentially troublesome vocabulary, contained in a specific reading selection, and calling students' attention to these words and their meanings.
 - b. Review of previously learned material to provide a frame of reference for the new ideas to be acquired.
 - c. Motivation of students' interest in the topic, building in them a sense of anticipation so that they are actively engaged in a learning experience.
 - d. Directions as to how the text is to be read, and - with the materials in this booklet - guidance in this reading process.
2. These materials are not designed to be tests and should not be used as such. They are study guides only. It is preferable that no grades be given for this work. Elimination of grading removes some students' compulsion to copy other students' answers to be assured of a good mark.
3. The materials are designed to be used in small groups in the regular classroom. Students discuss - in groups - answers they have recorded on their guides. They seek to resolve differences. Unresolved differences are referred to the teacher for in-depth discussion. The exchange of ideas - under guidance - stimulates good learning and insures active participation by all students. Students learn from one another as well as from the teacher..
4. Most of the materials are designed to stimulate exploration and discussion. Therefore, there are a few absolute answers. Respect and give credit to students' answers that show thought, reflection, and insight even though they might not agree with your own.

5. Copies of these materials are available in quantity from the Materials Center. If you wish class sets of any page, submit your order through your department chairman. Allow two weeks for delivery to your school.

The materials in this booklet represent a system - the validity and reliability of which has been established - which can guarantee the successful and simultaneous development of skills and concepts, in the regular classroom, under the direction of the regular classroom teacher, applied to regular course content and texts, with students ranging from "slow learners" to "academically gifted." When applied with good conscience and imagination, a teacher can guarantee his students a successful learning experience in his subject. He himself will find that - in the words of one science teacher who experience the success of this program; "There is now more learning going on for a given amount of teaching energy I expend than ever before."

These materials are illustrative, not exhaustive. It is hoped that teachers' success will stimulate them to create more of the same.

INTRODUCTION

The acquisition and development of reading skills is the main objective of this program. The objectives are reached by teaching reading skills simultaneously with the content of the course. This guide includes four literature units and a unit on the complete sentence.

The literature units are divided into four genres: the short story, the novel, non-fiction, and the play. The lessons in each unit are divided into five sections: readiness, purpose for silent reading, oral reading and discussion, word attack and word recognition skills, and follow-up exercises. Study guide questions and word attack exercises are provided at the end of the lesson.

By using this simultaneous approach, reading skills will be developed. These skills are necessary before the student can completely understand the reading material of the course. This approach also gives the content meaning because the content is immediately used.

GENERAL READING OBJECTIVES

1. To increase reading comprehension.
2. To stimulate an enjoyment of reading for pleasure.
3. To develop oral reading skills.
4. To learn word attack skills.
 - a. phonics
 - b. context clues
 - c. dictionary skills
 - d. syllabication
 - e. affixes
5. To add to the students' sight vocabulary.
6. To develop listening comprehension.
7. To relate the reading to the student's life.
8. To develop an awareness of structure.
9. To provide opportunities for creative thinking.
10. To improve the reading rate of the students.

To Teacher

UNIT ONE

SHORT STORY

I. Unit: Short Story

A. Objectives

1. To introduce the anthology to the students.
2. To define characterization, plot structure, and theme.
3. To help the students become aware of the elements of the short story.
4. To encourage the students to read supplementary short stories for enjoyment.
5. To tell the students what element of the short story will be emphasized in the study of the short story.

II. Procedures and Methods for Short Stories

A. "The Night the Bed Fell"

1. Readiness

- (a) Introduce the author, James Thurber, to the students.
- (b) Inform the students that plot structure will be emphasized in this short story. This story resembles a chain reaction. Ask the students to look for this comparison.
- (c) Put these words on the board and discuss the definitions in context.

verisimilitude

perilous

incredible

camphor

ominous

extricate

chloroform

phobia

anesthetics

dissuading

avert

intervals

premonition

calamity

fortitude

pungent

2. Purpose for silent reading

a. Objectives

1. To motivate the student to read for enjoyment.
2. To make the student aware of the plot structure of the short story.
3. To make the student aware of the use of first person in the short story.
4. To determine the author's purpose for writing the short story.
5. To determine how the author developed the humor of this short story.

3. Oral Reading and Discussion

- a. Have the students divide the short story into incidents. Discuss the purpose of the first few incidents. Have the students find the turning point of the action and the climax and discuss the relationship between the two. Have the students find the anti-climax.
- b. Discuss the definitions of these terms using the examples from the short story.
- c. Find out what sections the students thought were humorous and why they thought these sections were humorous.
- d. Discuss the use of the first person in the short story and ask why this story was written in the first person.

4. Work Attack and Vocabulary Development

- a. Discuss the prefixes of the vocabulary words to see if the students can define these words without using the dictionary. If this is not possible, have the students examine the words in context.
- b. During the silent reading watch for physical errors in the reading process. This is also an excellent time to work with the students individually.

5. Follow-up Skills

- a. Have the students write a joke using the same plot structure which James Thurber used in the "The Night the Bed Fell".

To Student

Name _____ Section _____ Date _____

Directions: Put these statements in the chronological order of the short story "The Night the Bed Fell". Number one is done for you.

_____ Aunt Gracie was confident burglars had gotten into her house for years.

_____ The cot fell over at two o'clock in the morning.

_____ He gasped and ran to the window and beat out the glass.

_____ The dog jumped on Briggs.

_____ My father decided to sleep in the attic.

_____ I was at first unconscious of what had happened.

_____ Aunt Melissa thought that she was destined to die at South High Street.

_____ Herman was trying to open the door.

_____ The racket awakened my mother.

_____ I suppose that the high-water mark of my youth was the night the bed fell.

_____ The layout of the rooms is important.

_____ Her shouting awakened Herman.

_____ Mother thought he was dying.

_____ Briggs awoke and poured camphor over his head.

_____ Roy opened the door and father came downstairs.

_____ Briggs believed that he was likely to stop breathing.

_____ Aunt Sarah never went to bed at night without the fear that a burglar was going to blow chloroform under her door.

_____ Father yelled, "I' coming".

To Student

Name _____ Section _____ Date _____

Study guide questions for "The Night the Bed Fell".

1. What is the purpose of the first few incidents of the story?
2. What is the turning point of the action and why is it the turning point?
3. How does the plot resemble a chain reaction? What are the outcomes caused by the turning point?
4. What is the climax of the action and why is it the climax?
5. What is the relationship between the climax and the turning point?
6. What is the anti-climax of the action?
7. What does it mean when a story is written in the first person?

To Teacher

Answer Sheet for the "The Night the Bed Fell"

Page 3

6	14	18
8	10	3
13	1	5
17	7	15
2	11	
9	16	
4	12	

Page 4

1. To introduce characters and to describe the setting.
2. a. When the cot falls.
b. This is the beginning of the chain reaction. This sets off the action.
3. a. One incident sets off another.
b. Briggs pours camphor over his head and breaks the window. Mother hears the screaming and thinks Father has fallen out of bed. Father yells, "I'm coming". Herman and Roy wake up and try to calm Mother. The dog bites Briggs.
4. a. When Father comes down from the attic.
b. Because this is the high point of the action.
5. The cot falling over on the narrator was the reason for all of the action.
6. After Father came down, the action returned to normal.
7. The main character is the narrator. The use of the word "I".

B. "The Masque of the Red Death"

1. Readiness

- a. Introduce the author, Edgar Allan Poe, to the students and discuss his theory of short story writing.
- b. Inform the students that theme or author's purpose will be emphasized in this short story. Define the term with the class.
- c. Introduce symbolism by using the Eye Gate filmstrip and record on symbolism.
- d. Put these vocabulary words on the board and discuss the definitions in context. Other vocabulary words and definitions are in the anthology.

masque	buffoons	ruddier
profuse	impeded	emphatic
pestilence	novel	illimitable
termination	accordance	visage
dauntless	hue	scrutiny
eccentric	gaudy	spectral
seclusion	disconcert	impetuosity
sagacious	tremulousness	extremity
defiance	grotesque	

2. Purpose for silent reading

- a. To define the term, theme, by using this short story.
- b. To introduce and discuss symbolism.
- c. To use the symbols of the story to understand the inferential meaning of the story.
- d. To understand the use of the title in comprehension.

3. Oral reading and discussion

- a. Have the students read the story silently as they listen to Basil Rathbone's recording of the story.
- b. Explain to the class that there are two levels of meaning to the story. Have the students retell the story to confirm their understanding of the primary level.

c. Point out the basic symbols of the story:

- (1) Prince Prospero
- (2) the masked figure
- (3) the ball
- (4) the clock
- (5) the seventh room
- (6) the use of color

d. Lead a discussion on the secondary meaning of the story. Consider the author's purpose for writing the story.

4. Word attack and Vocabulary Development

- a. Discuss the syllabication of words and the basic rules for syllable division.
- b. Have the students try to pronounce the difficult words of the vocabulary list.
- c. During the silent reading watch for physical problems in the reading act.

5. Follow-up Activities

- a. Reinforce the importance of recognizing symbols and understanding the author's purpose in the remainder of literary selections.

To Student

Name _____ Section _____ Date _____

Study guide questions for "The Masque of the Red Death".

1. Why are these people gathered in the Prince's castle?
2. What effect does the clock have on the people?
3. Describe the seventh room of the castle.
4. What does the seventh room symbolize?
5. How does the Prince act toward the masked figures?
6. What is the theme of the short story?
7. What is a personification? How is it used in this story?

To Teacher

Answer sheet for "The Masque of the Red Death"

1. To avoid the red death.
2. When the clock struck the hour, all action stopped.
3.
 - a. black walls
 - b. red windows
 - c. black clock
4. Outside life.
5. He is unafraid and upset that this man invaded the party.
6. It is impossible to run away from life.
7. An inanimate object which is given human characteristics. The masked figure is a personification.

To Teacher

C. "The Devil and Daniel Webster"

1. Readiness

- a. Inform the students that this short story will be read for characterization. The class discussion after the reading of the story will emphasize the characters of the Devil, Daniel Webster, and Jabez Stone.
- b. Introduce the author, Stephen Vincent Benet.
- c. Discuss the difference between fantasy and fiction.
- d. Put these vocabulary words on the board and discuss their meanings in context.

indivisible

adduce

mastiff

catamount

punctual

vexed

legacy

anthracite

spry

spread-eagled

2. Purposes for silent reading

- a. To make the students aware of the methods used to develop character.
- b. To reinforce the definition of the term, theme.
- c. To point out the differences between fantasy and fiction.

3. Oral reading and discussion

- a. Have the students read the story silently.
- b. Put the names of the three main characters, Jabez Stone, the Devil, and Daniel Webster on the board. Divide the discussions of each man into two parts, what did he do in the story and what did other people say about him. List the answers during the discussion on the board. Ask the students to combine all of these statements and to write in one sentence what they think of each character.
- c. Have these answers read aloud to the class. It is important for the students to be able to back up their statements with facts from the list.
- d. Lead into the reinforcement of theme by asking the class if these characters symbolize something or someone. This question should lead from a look at the allegory to the author's purpose.

4. Word attack and vocabulary development

- a. Use the prepared study guide to develop the skill of using context clues to define difficult words. Explain to the students that they may be able to find synonyms or antonyms in a sentence, or they may be able to use the gist of the sentence to make an educated guess of the unknown word.

5. Follow-up exercise

- a. Reinforce this awareness of characterization in the study of the novel which is used in the curriculum.

To Student

Name _____ Section _____ Date _____

Study guide questions for "The Devil and Daniel Webster"

1. Who are three main characters of the story?
2. Who is Webster described in the beginning of the story?
3. Why is he described this way?
4. Why does Jabez Stone decide to take the Devil's offer?
5. How does Daniel Webster win the trial against the Devil?
6. What method does the author use to describe the three main characters in this story?

To Teacher

Answer sheet for "The Devil and Daniel Webster"

1. Jabez Stone
Daniel Webster
The Devil
2. By presenting legends or myths about Daniel Webster, they make him sound like a man with superhuman abilities.
3. This is necessary if Daniel is to give the Devil a good fight.
4. Jabez Stone had run into a streak of bad luck.
5. He presented the good things in life. He realized that they had come for him.
6. He describes these men through their actions in the story. Webster was also described by myths about him.

To Student

Name _____ Section _____ Date _____

Directions: Following this rule, divide these words into syllables.

When two consonants come between two vowels, the syllable division is usually made between the consonants.

Examples: let ter, rib bon, hap py

1. dissuade
2. eccentric
3. buffoons
4. accordance
5. ruddy
6. illimitable
7. adduce

Directions: Following this rule, divide these words into syllables.

A single consonant between two vowels is usually joined to the second vowel.

Examples: pu pil, bro ken

1. avert
2. extricate
3. calamity
4. premonition
5. profuse
6. sagacious
7. defiance
8. novel
9. scrutiny
10. grotesque
11. legacy
12. catamount
13. indivisible

To Student

Name _____ Section _____ Date _____

Directions: Identify and define the prefixes of these words.

1. incredible
2. premonition
3. extricate
4. dissuade
5. intervals
6. impeded
7. disconcert
8. indivisible
9. adduce

Directions: Find the root word in these words.

1. indivisible
2. extremity
3. tremulousness
4. accordance
5. disconcert
6. incredible

To Student

Name _____ Section _____ Date _____

Directions: Without a dictionary define the underlined words in these sentences.

1. "Then you better answer the Union stands as she stood, rock bottomed and coppersheathed, one and indivisible."
a. indivisible
2. "Jabez Stone told his family it was a lawyer, come to see him about a legacy."
a. legacy
3. And once a year, punctual as clockwork, the stranger would come."
a. punctual
4. "He was just as spry as a woodchuck."
a. spry
5. "Webster looked at the distracted man, all gray and shaking in the firelight."
a. distracted
6. "If you have no more arguments to adduce, I'm rather pressed for time."
a. adduce
7. "Her eyes were green, like a catamount."
a. catamount
8. "There was Morton of Merry Mount who vexed the Plymouth Colony with his hate of the godly."
a. vexed
9. "His black eyes burned like anthracite."
a. anthracite
10. "It wasn't a spread-eagled speech, but he made you see the Union."
a. spread-eagled

To Teacher

Answer sheet for word attack exercises

Page 14

Syllables

1. dis suade
2. ec cen tric
3. buf foons
4. ac cor dance
5. rud dy
6. il li mi ta ble
7. ad duce
1. a vert
2. ex tri cate
3. ca la mi ty
4. pre mo ni tion
5. pro fuse
6. sa ga cious
7. de fi ance
8. no vel
9. scru ti ny
10. gro tesque
11. le ga cy
12. ca ta mount
13. in di vi si ble

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Prefixes

1. in- not
2. pre- before
3. ex - from
4. dis - opposite, not
5. inter - between
6. im - not
7. dis - opposite, not
8. in- not
9. ad - direction (forward)

Root Words

1. divide
2. extreme
3. tremulous
4. accord
5. concert
6. creed

Page 16

Context Clues

1. undivided
2. will
3. prompt
4. nimble
5. disturbed or troubled
6. bring forward
7. animal of cat family
8. annoyed
9. coal
10. patriotic

To Teacher

UNIT TWO

NOVEL

I Unit: Novel

A. Objectives

1. To introduce the novel to the students and to compare it to the short story.
2. To reinforce the definitions - characterization, plot structure, theme, and setting in the novel.
3. To encourage the students to read supplementary novels for enjoyment.
4. To make the students aware of the author's purpose.
5. To develop an appreciation for good literature.
6. To increase the students' sight vocabulary through the reading.

II Procedures and Methods (The Pearl)

A. Readiness

1. Discuss the author, John Steinbeck, with the students. Ask them if they can remember another book written by Steinbeck which they read in the tenth grade. Use for biographical information "Adventures for Americans," second edition.
2. Discuss the Mexican culture with the students. Emphasize the difference between the Mexican society and our society with regard to the customs, religion, physical characteristics of the people, living conditions, and occupations.
3. Read the author's statement in the beginning of the book. Emphasize that Steinbeck wants everyone to take "his own meaning from it and read his life into it."
4. Put these words on the board before the students begin silent reading. Define the words in context.

avarice
indigent
clarities
optical
bulwark
mirage
precipitated
lucent
endanger
coagulate
lament
irresolution
cleft

undulating
diffused
benign
edifice
goading
petulant
transfigured
confirmation
subjugation
caress
dissembling
furtive

immune
speculatively
illusions
vibrating
semblance
residue
consecrated
insubstantial
entranced
monolithic
crevices
illuminated

To Teacher

B. Purposes for silent reading

1. To let the students see the two levels of meaning in this novel.
2. To make the students aware of the character development in this novel.
3. To help the students understand the socioeconomic environment in Kino's town.
4. To relate this novel to the lives of the students.
5. To help the students understand the purpose of the author.

C. Oral reading and discussion

1. Distribute the books, the vocabulary lists, and the study guide questions.
2. Discuss the purposes for the reading.
3. Have the class read silently in class each day. This is an excellent time for individual work with the students. It is also a good time to check the students' reading rate.
4. Use the study questions as a guide for the discussion in class. These may also be used as homework exercises.
5. Discuss the two levels of meaning in the novel. Go back to the introduction and begin the discussion with the author's statement.
6. Relate the story to the students' life. Ask them what they would do if they were in Kino's position. Put the situation in modern terms. For example:

You are very poor, and you live in a cold water flat in New York City. One day you find a magnificent diamond. You try to sell it, but you can't get a good price. You are jumped at night, but kill your attacker in self-defense. Your apartment is looted. You and your wife are on the verge of divorce because you beat her when she tried to throw the diamond away. Your child is killed. Would you give up the diamond or would you still try to use it?

7. Discuss Kino's society and how it differs from our society.

D. Word attack and vocabulary development

1. Reinforce the skill of defining difficult words by using context clues.
2. Make the students aware of the use of syllabication of words in pronunciation and definition.
3. Discuss basic vowel sounds.

To Teacher

E. Follow-up exercises

1. Compare this story to Ernest Hemingway's "Old Man and the Sea". Use as criteria for this study-plot, setting, characters, and author's purpose.

To Student

Name _____ Section _____ Date _____

Directions: Find the smaller words within these words.

1. diffuse
2. endanger
3. irresolution
4. transfigured
5. confirmation
6. insubstantial
7. entranced

To Student

Name _____ Section _____ Date _____

Directions: Divide these words into syllables and put in the accent mark.

1. avarice
2. indigent
3. clarities
4. mirage
5. diffused
6. benign
7. immune
8. illusions
9. lament
10. irresolution
11. caress
12. illumined

To Student

Name _____ Section _____ Date _____

Directions: Match these words according to the sound of the underlined letter.

- | | |
|---------------------------------|-------------------------|
| _____ 1. <u>i</u> ndigent | a. consec <u>r</u> ated |
| _____ 2. und <u>u</u> lating | b. ill <u>u</u> sions |
| _____ 3. ben <u>i</u> gn | c. <u>o</u> ptical |
| _____ 4. <u>a</u> varice | d. diff <u>u</u> sed |
| _____ 5. <u>e</u> difice | e. v <u>i</u> brating |
| _____ 6. cre <u>v</u> ices | f. go <u>a</u> ding |
| _____ 7. spec <u>u</u> latively | g. cl <u>a</u> rities |
| _____ 8. con <u>s</u> ecrated | h. pet <u>u</u> lant |
| _____ 9. mon <u>o</u> lithic | i. cl <u>e</u> ft |
| _____ 10. l <u>u</u> cent | j. <u>i</u> llusions |

To Student

Name _____ Section _____ Date _____

Study guide questions for "The Pearl"

Chapter I.

1. Judging by the names of the characters, and the description of the setting, where does the story take place?
2. Which characters are introduced at the beginning of Chapter I?
3. What are the sounds that Kino listens to when he wakes up which he calls song?
4. What feeling does Kino have when he is sitting outside his hut watching the sunrise and thinks, "This is safety, this is warmth, this is the whole"?
5. What happens to break the mood?
6. What song accompanies this action?
7. Why was it a memorable think for Juana to want a doctor?
8. What do the beggars know about the doctor? How does the doctor's home environment differ from Kino's? What does this contrast tell of the social structure in this community?
9. How does Kino react when he is angered?

Chapter II.

1. Why is the canoe so important in Kino's culture?
2. How does Juana's thinking about her baby's health reveal her ignorance?
3. What little "song" does Kino feel as he searches in the oyster bed? Of what greater "song" is it a part?
4. When does the secret melody break clear and beautiful?

Chapter III.

1. How does the news of the pearl affect the priest? the doctor? the beggars?
2. Judging from the reactions of these people, what does the speaker mean when he says, "The essence of pearl mixed with essence of men and a curious dark residue was precipitated"?
3. What pictures does Kino see in the pearl when he first gets it home?
4. If Kino's plans failed, what would the people say was the cause of such failure?

5. What melody does Kino hear when the priest comes in?
6. What does the speaker mean when he says, "He was trapped as his people were always trapped, and would be until he had said they could be sure that the things in the books were really in the books? How does the incident with the doctor prove this statement to be true?
7. Why does the speaker describe the fish on page 42? What does this have to do with the story at this point? Are the fish symbolic?
8. What emotions in Chapter III replace Kino's happiness and contentment?
9. What does Juana think of the pearl after "the thing" comes in the night?
10. What promise does the pearl have for Kino that makes him keep evil in his house?

Chapter IV.

1. What is the name of the town? What does it mean?
2. What fear do the neighbors have for Kino's family?
3. How do the pearl buyers cheat the poor people out of their pearls
4. How does the speaker use the coin to reveal the pearl buyer's emotions?
5. What does Kino decide to do with his pearl? What does this line mean, "He had lost one world and had not gained another"?
 - a. What is the world he lost?
 - b. What is the new one he dreams of?
 - c. Why does he fear going to the capital?
6. In defying the pearl buyers what has Kino symbolically defied?

Chapter V.

1. What does Kino do to Juana when he sees her trying to throw the pearl away?
2. How has Kino changed since the beginning of the story?
3. Why must Kino run away after he has murdered a man in self-defense?
4. Why can't Kino give up the pearl? Why is there no turning back?

Chapter VI.

1. What is the "ancient thing" that stirs in Kino which gives him the energy to flee from his enemies?
2. What does Kino see in the pearl when he looks for his happy visions?
3. Who do they send to find Kino and his family?
4. Judging by the speaker's description of Kino's flight to a high place and the instinct which has awakened in Kino, what has happened to Kino by this point in

the story?

5. What does the second hunter think the crying sound is? What does Coyotico's name mean in English?

6. How is the pearl described at the end of the story?

To Teacher

Answer sheet for "The Pearl"

Chapter I

1. Mexico
2. Kino, Juana, Coyotito
3. Anything he saw or thought or did or heard
4. contentment
5. Coyotito is bitten by a scorpion
6. song of family
7. The poor people never received help from the doctor.
8. a. They knew he was ignorant, cruel, and greedy.
9. He struck the gate

Chapter II

1. It provided protection from starvation.
2. She didn't think her remedy would work because the doctor hadn't had anything to do with it.
3. Song of the Pearl that might be
Song of the Undersea
4. When he found the pearl

Chapter III

1. a. thought about a new church
b. remembered his life in Paris
c. knew that the best almsgivers were poor men who got lucky.
2. greed
3. a. They would get married.
b. new clothes
c. a new rifle
d. an education for Coyotito
4. He was punished by God because he rebelled against the way things were.
5. Song of the enemy
6. a. Kino's people could not be positive they weren't being cheated until they were educated.
b. The doctor cheated Kino but Kino could not be sure. He couldn't take the chance.
7. The smaller fish symbolize Kino's people, being destroyed by the larger fish which symbolize the doctor's people
8. greedy and suspicious
9. The pearl was evil and like a sin. She wanted to throw it away.
10. It promises an education for Coyotito.

Chapter IV.

1. He hits and kicks her.
2. Kino is now suspicious of everyone including his wife because of his greed.
3. He realized that he will not be given a fair trial.
4. The pearl has become a part of him. It has become his soul.

To Teacher

Chapter VI.

1. He became like a hunted animal. He became cautious and dangerous.
2. a. He saw the man he killed, Juana with her beaten face, and Coyotito with the fever.
b. song of evil
3. the trackers
4. Kino has become an animal.
5. a. coyote
b. little coyote
6. He looked at the pearl and saw its gray and ulcerous surface. "It was ugly like a malignant growth.

To Teacher

Answer sheet for word attack exercises

Page 21

1. fuse
2. danger
3. solution
4. figure
5. firm
6. substantial
7. trance

Page 22

1. avarice
2. clarities
3. crevices
4. caress
5. monolithic
6. cleft
7. residue

Reads his life into it.

Page 23

1. a'va rice
2. in'di gent
3. clar' i ties
4. mi rage'
5. dif fused'
6. be nign'
7. im mune'
8. il lu'sions
9. la ment;
10. ir re' so lu' tion
11. ca ress'
12. il lu'mined

Page 24

- | | |
|----------|-----------|
| 1. j | 6. i & h |
| 2. a | 7. d & b |
| 3. e | 8. c |
| 4. g | 9. f |
| 5. h & i | 10. b & d |

To Teacher

UNIT THREE

PLAY

I. Unit: Play

A. Objectives

1. To make the student familiar with the characteristics of this literary type.
2. To reinforce the awareness of character development, plot structure, setting, and author's purpose.
3. To encourage the student to read supplementary plays for enjoyment.
4. To have the students read the dialogue of the play.

II. Procedures and Methods ("Inherit the Wind")

A. Readiness

1. Read the prologue by the playwright. Discuss the difference between history and drama and its importance in the study of this play.
2. Lecture on and discuss the basic tenets of Darwin's theory of evolution. This discussion must be objective and simple. Bring a biology book to class and use this for examples of the theory.
3. Ditto the creation story from the Bible, and distribute it to the class. Have the students read the sheet silently. Divide it into the seven days and put on the blackboard the events of each day. As with the Darwinian theory, this discussion must be objective.
4. Note the basic similarities and differences between the creation story and Darwin's theory. This will enable the students to see the conflict between the two.
5. It may be interesting to have the students write a brief statement of their opinion of these two ideas.
6. Go over the list of characters and briefly identify each of the main characters.
7. Put these words on the board and define them in context.

extradite
infidel
municipality
blasphemes
vested
precepts
dogma
pollute
pariah
indeterminate
vindicated

loath
sovereign
agnostic
perverting
cynical
superfluous
denouncing
hypothetical
animosity
statute
insinuate

fervent
pertinent
irrelevant
immaterial
alleged
sustained
incontrovertible
irreconcilable
prolific
precedent
obituary

To Teacher

B. Purposes for silent reading

1. To introduce the students to the play.
2. To examine the character development.
3. To find the sub plot and its relationship to the main plot.
4. To find the use of the title in the play.
5. To determine the author's purpose for writing the play.
6. To understand the importance of the setting.

C. Oral Reading

1. The play form is excellent for oral reading. A tape recorder may be used to record the students in an informal radio broadcast. The prayer scene is good for this purpose because it gives the entire class a chance to participate in the broadcast. The questioning of Brady by Drummond is also an excellent one for taping.
2. Use the tape of the 1966 television production of the play as a culminating activity. This gives the students a chance to compare their performances with the professional interpretations.

D. Discussion

1. Distribute the books, vocabulary lists, and study guides.
2. Have the class either read the play silently or orally.
3. Use the study questions as a guide to the discussion. The discussion should include:
 - a. Plot (have the students retell the story)
 - b. Characterization
 - c. Author's purpose
 - d. Setting
4. Divide the class into groups and give each group a key quote to discuss and then have the group leaders report to the class.
5. Discuss the title of the play.
 - a. When is it used in the play?
 - b. What does it mean in context?
 - c. What relationship does it have to the entire play?
 - d. Is it an appropriate title? Why or why not?
6. Discuss the main conflict of the play.
 1. Is it really between Darwin and Bible or is it about the individual's right to think?

E. Word attack and vocabulary development

1. During the oral reading by the students have them sound out the syllables of the words on the vocabulary list.
2. Watch the students during the silent reading to see if they have any physical problems.
3. Reinforce the skill of being able to define the difficult words by using clues in context.
4. Discuss the use of the dictionary as a word attack skill.

F. Follow-up exercises

1. Play the tape of the television show at the end of the study. Compare this to the student's taping. Have the students follow in the book as they listen to the tape.
2. Have the students answer the question which was asked at the beginning of the study. How did man get on the earth?

To Student

Name _____ Section _____ Date _____

Directions: Match each underlined word with a definition from the list at the top of the page. Place the letter of the correct answer on the line provided to the left of the sentence.

Definitions

- a. produces abundantly
- b. relating to the matter at hand
- c. supposed
- d. indefinite
- e. cleared of the charge

- f. freed
- g. sarcastic
- h. unbeliever
- i. hatred
- j. unimportant

- _____ 1. One of the prisoners was extradited after the jury found him not guilty.
- _____ 2. If he won't buy a Bible, he must be an infidel.
- _____ 3. The defense attorney cluttered the real issue with hypothetical questions..
- _____ 4. If a day could have been 25 hours long, it could have been of indeterminate length.
- _____ 5. Cates was not vindicated by the jury.
- _____ 6. Hornbeck was a very cynical man.
- _____ 7. The town showed its animosity toward Drummond.
- _____ 8. Because Drummond's question was immaterial it was struck from the records.
- _____ 9. The judge decided that the evidence which would be presented by the scientists would not be pertinent.
- _____ 10. A rabbit is more prolific than man.

To Student

Name _____ Section _____ Date _____

Directions: Divide these words into syllables. Put the number of the rule you used in the space provided.

1. Single consonant between two vowels.

2. Double consonant between two vowels.

____ 1. precepts

____ 2. pollute

____ 3. parish

____ 4. statute

____ 5. obituary

____ 6. prolific

____ 7. irrelevant

____ 8. immaterial

____ 9. irreconcilable

____ 10. alleged

____ 11. denounce

To Student

Name _____ Section _____ Date _____

Directions: Using a dictionary, find the synonym, syllable division, and phonetic spelling of these words.

1. municipality

2. pollute

3. agnostic

4. denounce

5. insinuate

6. fervent

7. sustain

8. alleged

9. statute

10. precedent

To Student

Name _____ Section _____ Date _____

Study guide questions for "Inherit the Wind"

Act I Scene 1

1. Why was Bert Cates thrown into jail?
2. In the middle of what conflict did Rachel find herself?
3. What is your first impression of Matthew Harrison Brady?
4. How did the name Henry Drummond affect Brady?
5. Why did Brady want Drummond to defend Cates?
6. How does this quote prophesy Brady's defeat?
"The ordinary people played a dirty trick on Colonel Brady. They ceased to exist."

Scene 2

1. Give two incidents in the courtroom which show the prejudice of the town.
2. What did Drummond mean by this quote?
"It takes a very smart fella to say, 'I don't know the answer.'"

Act II Scene 1

1. How is the title used in this act?
2. What does it mean in this case?

Scene 2

1. What did Drummond mean by this line?
"Right has no meaning at all. Truth has meaning as a direction."
2. Why didn't Drummond cross-examine Rachel?
3. Why couldn't Drummond use the scientists on the stand?
4. What references did Drummond use from the Bible?
5. What was "holy" to Drummond?
6. Where was the turning point in the questioning?
7. Why is this line a contradiction by Brady?
"Each man is a free agent."

Act III

1. How was Cates found guilty and innocent?
2. What were Brady's last lines of the play before his death?
3. Why did Drummond stick up for Brady during his argument with Hornbeck?
4. How is the title used in the last act?
5. What did Drummond's last action of the play symbolize?

To Teacher

Answer sheet for "Inherit the Wind" study guide questions.

Act I Scene 1

1. For teaching Darwin
2. She loved Bert, and her father was vehemently against him.
3. He seems to be a loud braggart.
4. He was startled.
5. It would make his victory appear greater.
6. Brady was the leader of the ordinary people, but because of transportation and better communication these people were well-informed.

Scene 2

1. a. the sign saying "Read Your Bible"
b. announcement of the prayer meeting
2. Describing Bert, he means that the smart man realizes he doesn't know everything.

Act II Scene 1

1. Rev. Brown condemns his daughter to hell, and Brady steps in to say, "he that destroys his house shall inherit the wind."
2. By condemning his daughter, Rev. Brown will inherit loneliness.

Scene 2

1. Right implies opinion of majority, but truth is fact.
2. Bert asked him not to.
3. It was against the law.
4. a. Jonah
b. "begats"
c. sun stopped
d. creation in Genesis
5. individual human mind
6. When Brady admits that the first day could have been more than 24 hours.
7. Bert Cates is in jail for being a free agent.

Act III

1. Although he was found guilty, he was only fined \$100.
2. His planned inauguration speech.
3. Brady also had the right to be wrong.
4. As an obituary for Brady.
5. Togetherness of the two concepts.

To Teacher

Answer sheet for "Inherit the Wind" word attack skills.

Page 35

- | | |
|------|-------|
| 1. f | 6. g |
| 2. h | 7. i |
| 3. c | 8. j |
| 4. d | 9. b |
| 5. e | 10. a |

Page 36

1. pre cepts (1)
2. pol lute (2)
3. pa ri ah (1)
4. sta tute (1)
5. o bi tu a ry (1)
6. pro li fic (1)
7. ir re le vant (1 & 2)
8. im ma te ri al (1 & 2)
9. ir re con ci la ble (1 & 2)
10. al leged (2)
11. de nounce (1)

Page 37

1. city, mu ni ci pal i ty, mū nis' e pal'e te
2. make dirty, pol lute, pe lūt'
3. unbeliever, ag nos tic, ag nos'tik
4. condemn, de nounce, dī nouns'
5. suggest, in sin u ate, insin'yu at
6. earnest, fer'vent, same
7. keep going, sus tain, ses tān'
8. declare without proof, al leged, e lejd'
9. law, stat ute, stach' ūt
10. example, pre ce dent, pres' e dent

To Teacher

UNIT IV
NON-FICTION

I. Unit: Non-fiction

A. Objectives

1. To compare non-fiction writing to fiction.
2. To make the students aware of the elements of non-fiction writing.
3. To promote an interest for non-fiction reading.
4. To relate the material to its historical background.
5. To examine and discuss the author's purpose for writing non-fiction.
6. To relate the story to the life of the students.

II Procedures and Methods (Hiroshima)

A. Readiness

1. Introduce the author, John Hersey, and discuss his qualifications for writing the book.
2. Have the class go to the library and read an historical account of the bombing.
3. Bring in newspaper articles on the bombing of Hiroshima.
4. Have the class find out information on nuclear bombs of today and compare the power of these new weapons to the first atomic bomb which was used at Hiroshima.
5. Before the reading, put these words on the board and define these words in context.

rendezvous

incapacitated

unprecedented

obsessed

apathetic

awry

compensation

succinct

cumulative

recollection

sedative

surmised

affected

impromptu

reproachful

audible

accentuating

fission

vivid

To Teacher

6. Explain that Hersey has used a definite structure while writing the book. He has divided the action into four major incidents. Each incident is a chapter. In each chapter he tells what happened to all six main characters, therefore, there are really twenty-four separate incidents in the book.

7. Introduce the six main characters.

- (1) Mr. Tanimoto
- (2) Father Kleinsorge
- (3) Dr. Fujii
- (4) Mrs. Nakamura
- (5) Dr. Sasaki
- (6) Miss Sasaki

B. Purpose for silent reading

1. Objectives

- a. To reinforce the students' awareness of characterization, setting, and author's purpose.
- b. To make the students aware of the definite structure of the book.
- c. To improve the students' ability to read for facts.
- d. To develop the students' outlining ability.
- e. To relate the material to problems facing the world today and to ask the students to transfer their ideas to the present problems.

C. Oral reading and discussion

1. Have the students outline the material they read by using the structure designed by Hersey.

Example: I The Noiseless Flash

A. Mr. Tanimoto

- 1. helping a neighbor move furniture
- 2. dived behind a rock

B. Dr. Fujii

- 1. sitting on back porch of hospital
- 2. thrown into river and wedged between two pieces of wood

2. Discuss the facts of the story using the study questions as a guide. It is important for the students to know the facts before they reach a decision about the ethical question.

3. Hold a debate on the question, "Is total war justifiable in all situations?" Choose students who are adamant. After the debate lead into a class discussion on the topic. Relate the topic to the present day situation. This will make the students realize the importance of the question.

To Teacher**D. Word attack and vocabulary development**

1. Reinforce consonant and vowel sounds, syllable division, context meanings and word roots.

E. Follow-up activity

1. After the debate have the students write an essay on total war and its importance in the foreign policy of the United States government.

To Student

Name _____ Section _____ Date _____

Directions: Find the root words in these words.

1. conjunction
2. allotments
3. ionization
4. regeneration
5. recollection
6. incapacitated
7. impromptu
8. unprecedented
9. expenditure

To Student

Name _____ Section _____ Date _____

Directions: Using these two rules, divide these words into syllables. In the space provided, put the number of the rule or rules which were used.

1. vowel-consonant-vowel
2. vowel-consonant-consonant-vowel

- _____ 1. recollection
- _____ 2. affect
- _____ 3. fission
- _____ 4. succinct
- _____ 5. sedative
- _____ 6. accentuating
- _____ 7. vivid
- _____ 8. cumulative
- _____ 9. unprecedented
- _____ 10. surmise

To Student

Name _____ Section _____ Date _____

Directions: Give a synonym for the underlined word in each sentence.

1. The B-29's were using Lake Biwa as a rendezvous point.
a. rendezvous
2. In compensation Mr. Tanimoto had taken on the chairmanship of his Neighborhood Association to show that he was not a traitor.
a. compensation
3. Mr. Tanimoto has a distinct recollection that the flash of light travelled from east to west.
a. recollection
4. He wondered how such damage could have come from a silent sky; even a few planes would have been audible.
a. audible
5. Father Kleinsorge was already apathetic toward the injured people because of his own health.
a. apathetic
6. The Japanese radio broadcast for the first time a succinct and brief announcement about the bomb.
a. succinct
7. Over everything in the city was a vivid, optimistic green.
a. vivid
8. Dr. Sasaki watched the unprecedented radiation disease unfold.
a. unprecedented
9. Many of the doctors were incapacitated to some degree after the bombing.
a. incapacitated
10. Before the war Dr. Fujii had affected brands of whiskey from the United States.
a. affected

To Student

Name _____ Section _____ Date _____

Directions: Match these words according to the vowel and consonant sounds.

- | | |
|-------------------------------|--------------------------|
| _____ 1. <u>o</u> bsessed | a. <u>co</u> mpensation |
| _____ 2. <u>a</u> ffected | b. <u>i</u> mpromptu |
| _____ 3. <u>f</u> ission | c. <u>un</u> precedent |
| _____ 4. <u>s</u> uccinct | d. <u>in</u> capacitated |
| _____ 5. <u>re</u> proachful | e. <u>ac</u> centuating |
| _____ 6. <u>c</u> umulative | f. <u>co</u> mpensation |
| _____ 7. <u>s</u> edative | g. <u>ac</u> centuating |
| _____ 8. <u>co</u> mpensation | h. <u>au</u> dible |
| _____ 9. <u>re</u> collection | i. <u>ap</u> athetic |
| _____ 10. <u>re</u> ndezvous | j. <u>i</u> mpromptu |

To Teacher

Answer sheet for word attack drills

Page 45

1. junction
2. allot
3. ion
4. generate
5. collect
6. capacity
7. prompt
8. precede
9. expend

Page 46

1. re col lec tion (1 & 2)
2. af fect (2)
3. fis sion (2)
4. suc cinct (2)
5. se da tive (1)
6. ac cen tu a ting (1 & 2)
7. vi vid (1)
8. cu mul la tive (1)
9. un pre ce dent ed (1 & 2)
10. sur mise (2)

Page 47

1. gathering
2. something given to make up for something
3. remembrance
4. heard
5. no feeling
6. brief
7. lively
8. never happened before
9. disabled
10. collected

Page 48

1. a
2. e
3. h or j
4. j or h
5. c
6. b
7. i
8. d
9. f
10. g

To Student

Name _____ Section _____ Date _____

Study questions for Hiroshima

Chapter I

1. Who are the six main characters?
2. What are their occupations?
3. What did each one of them do when the bomb was dropped?

Chapter II

1. Why was Mr. Tanimoto ashamed?
2. What did he do at Asano Park?
3. How did the people at the park react to the bombing?

Chapter III

1. No one knew what type of bomb was dropped. Give two rumored explanations.
2. What did Mr. Tanimoto promise the people at the park? Was he able to fulfill his promise?
3. Before the bombing Mr. Tanimoto had been called a spy by an important man of the community. What did Mr. Tanimoto do for him after the bombing?
4. Japanese history was made because of the bomb. What happened after the bombing that had never happened before?

Chapter IV

1. Two of the main characters helped to cure Miss Sasaki's health. Who were they and what did they do?
2. What were some of the symptoms of the radiation sickness?
3. How did the Japanese react to the allied government?
4. Question for debate

Is total war justifiable, even when it serves a just purpose?

Answer sheet for study guide questions of Hiroshima.

Chapter I

1.
 - a. Mr. Tanimoto
 - b. Father Kleinsorge
 - c. Dr. Fujii
 - d. Mrs. Nakamura
 - e. Dr. Sasaki
 - f. Miss Sasaki
2.
 - a. Methodist minister
 - b. Jesuit priest
 - c. owned his own hospital
 - d. housewife and part-time tailor
 - e. physician
 - f. clerk at tin works
3.
 - a. hid behind a rock and was not injured
 - b. was lying on his cot reading a newspaper
 - c. fell into the river
 - d. was thrown into another room of her house
 - e. has a blood test knocked out of his hand (uninjured)
 - f. pinned under a bookcase

Chapter II

1. He was uninjured.
2.
 - a. helped the injured people by boating them across the river
 - b. brought water and food
 - c. helped the priests take Father Schiffer to a doctor
3. They accepted the bombing because they were so completely stunned.

Chapter III

1.
 - a. basket of bombs
 - b. magnesium on the electric wires
2. Promised them a doctor but was unable to fulfill his promise
3. Just before this man died, Mr. Tanimoto went to his house and prayed with him.
4. The emperor spoke to the people on the radio.

Chapter IV

1.
 - a. Dr. Sasaki helped her physically by easing the pain of her leg and stopping the infection.
 - b. Father Kleinsorge restored her will to live.
2.
 - a. vomiting
 - b. lack of energy
 - c. open sores not healing
 - d. hair falling out
3. The Japanese on the average showed very little hatred toward the Allied government and cooperated with them in rebuilding their city.

To Teacher

UNIT V

THE COMPLETE SENTENCE

I. Unit: Complete Sentence

A. Overview

In the complete sentence unit the major difficulty for the non-regents student is the recognition of the complete thought. This problem occurs because the student is not oriented to the complete thought as it is expressed in formal writing. He is familiar with various types of complete thoughts.

In oral communication outside of the classroom the non-regents student seldom speaks in complete sentences, but he does use complete thoughts. When he writes a letter to a friend, he does not always use complete sentences. When he shops at the supermarket or listens to the radio, he sees and hears complete thoughts, but they are not always complete sentences.

The students' concept of a complete thought is different than the concept of the English teacher. When the English teacher defines the complete sentence as a group of words which includes a subject and a predicate and expresses a complete thought, this does not solve the problem. The teacher must make the students aware of the differences between complete thoughts in formal complete sentences and the complete thoughts which the students experience outside the classroom.

B. Objectives

1. To have the students recognize a complete sentence.
2. To make the students aware of different types of complete thoughts.
3. To get the students to write in complete sentences.
4. To develop the students' ability to recognize the main idea of the sentence.
 - a. To make the students realize that the author's idea can be expressed in a few words.
 - b. To develop the students' ability to select the key words of the sentence.
5. To make the students realize that a sentence must be divided into two parts.
 - a. what the writer is talking about
 - b. what he says about the subject

To Teacher

II. Procedures and Methods :

A. Write these examples on the board and begin a class discussion on the differences of these examples and their usage.

Examples:

1. Meat is on sale at the supermarket for 89 cents a pound.
2. Meat Sale - 89 cents a pound - Joe's Supermarket
3. Hey Judy, check the meat sale. Eight nine cents at Joe's.

B. Questions for class discussion

1. What are the differences between these three sentences?
2. Which one is a complete thought and why?
3. When would you use example a, example b, example c?

C. These points should be reiterated after the discussion.

1. All three statements get across a complete thought.
2. Only the first example is a complete sentence. (The first part (c) is a complete thought, but the second is not).
3. There may be basic differences between a complete thought and a complete sentence.
4. A complete sentence must have a subject, predicate, and express a complete thought.
5. In formal writing complete sentences are used.

D. Restate the definition of a complete sentence as expressed in (d) above and begin a discussion on the key words of the sentence, the subject and the predicate. In order to have complete meaning a sentence must state:

1. what a writer is telling you about (a person, place, condition, or thing)
2. what he says about it

E. Put this example on the board and discuss its fulfillment of the two requirements.

Example: Jane Brown will sing

The writer is telling you about Jane Brown, and he says that she will sing.

F. Although this example is a complete sentence, according to the definition, it may need other words to explain the thought of the writer.

1. Example: Little ten-year-old Jane Brown will sing a solo at the elementary school commencement tomorrow night.
2. Ask the students what these other words are doing in the sentence.
 - a. little
 - b. ten-year-old
 - c. a solo
 - d. at the elementary school commencement
 - e. tomorrow night

To Teacher

3. These statements provide additional information about the key words. (Jane will sing) The first two, (a) and (b), describe Jane, (c) tells what she will sing, (d) tells where, and (e) tells when. Although these additional words give a clearer picture, they are not necessary. They are called complements.

G. Explain to the students that understanding the subject and predicate of a sentence is important in writing but that it is equally as important in reading. A reader may comprehend the main idea of the sentence quickly by finding the subject and the predicate of the sentence. In the previous example this skill was easy. It becomes more difficult in longer sentences or in inverted sentences.

Examples:

1. For some strange reason the dogs which had been tied up in the back-yard barked and yelped at something about six o'clock this morning.
2. Beside the car stood its proud new owner.

H. Review the main points of the lesson.

1. There are different types of complete thoughts.
2. A complete sentence consists of a subject and a predicate and expresses a complete thought.
3. Understanding the subject and predicate is also an important reading skill.

To Student

Name _____ Section _____ Date _____

Directions: Underline the subject with one line and the verb with two lines. Tell what the complements do in the sentence.

1. For a week a jar of olives sat on the pantry shelf.
 - a. for a week-
 - b. of olives-
 - c. on the pantry shelf-
2. Snow on the highway interfered greatly with traffic.
 - a. on the highway-
 - b. greatly
 - c. with traffic-
3. In the winter our supply of food often diminished with alarming speed.
 - a. in the winter-
 - b. our-
 - c. of food-
 - d. often-
 - e. with alarming speed-
4. Through a tiny crack now sifted into the cabin.
 - a. through a tiny crack
 - b. into the cabin
5. The names of the players appeared in the early edition.
 - a. of the players
 - b. in the early edition
6. After the speech he received a standing ovation.
 - a. after the speech
 - b. a standing ovation
7. In a year the earth travels around the sun.
 - a. in a year

To Student

Name _____ Section _____ Date _____

b. around the sun

8. At this moment a company of men emerged from the wood.

a. at this moment

b. of men

c. from the wood

9. News of the atomic bomb spread around the world.

a. of the atomic bomb

b. around the world

10. At length in our sheltered valley the winter suddenly began.

a. at length

b. in our sheltered valley

c. suddenly

To Teacher

Answer sheet

Page 55 and 56

1. jar, sat
 - a. how long
 - b. describes jar
 - c. where
2. snow, interfered
 - a. where
 - b. how much
 - c. what
3. supply, diminished
 - a. when
 - b. whose
 - c. what
 - d. when
 - e. how
4. snow, sifted
 - a. where
 - b. where
5. names, appeared
 - a. describes names
 - b. where
6. he, received
 - a. when
 - b. what
7. earth, travels
 - a. when
 - b. where
8. company, emerged
 - a. when
 - b. describes company
 - c. where
9. news, spread
 - a. describes news
 - b. where
10. winter, began
 - a. when
 - b. where
 - c. when

To Teacher

UNIT VI

Biography

I. Unit: Biography (Death Be Not Proud)

A. Objectives

1. To examine the literary generic, the biography.
2. To compare the biography to the novel.
- 3 To make the students aware of the elements of the biography.
- 4 To stimulate an interest for biographies as supplementary reading materials.

II. Procedures and Methods

A. Readiness

1. Introduce the author, John Gunther, to the students and discuss his qualifications.
2. Send the class to the library to find information on brain tumors.
 - a. What is a brain tumor?
 - b. What is the difference between a malignant and a benign tumor?
 - c. What are some possible causes of tumors?
 - d. What can be done now by doctors to fight tumors?
3. Have the students read the poem by John Donne at the beginning of the book.
 - a. Why does Donne say that death should not be proud?
 - b. What does this tell us about the biography and about the character of John Gunther?
4. Put these words on the board and define them in context.

acuity	diagnosis	rationale
basal metabolism	benign	voracious
euphemism	vehemence	volition
respite	exhortation	adjacent
citadel	recurrent	trivia
nominal	deteriorative	summation
sensory	convalescence	cynical
dehydration	protusion	irrevocable
malignant	analogy	exuberant

cranium	eminent	legal
extrication	therapy	inscrutable
alien	dubious	accentuating
velocity	onerous	condolences
stimulant	loathed	obliterating
presumptuous	scrupulous	ominously
subsequent	fidelity	callous
explicit	incredulous	animation
buoyant	apalled	

B. Purpose for silent reading

1. Objectives

- a. To make the students aware of the basic characteristics of a biography.
- b. To emphasize the characterization of the biography.
- c. To examine the author's purpose for writing the biography.

C. Oral reading and discussion

1. The class discussion should be centered around the study guide questions which are provided. The emphasis in any biography is on characterization and Johnny should be the center of the class discussion.
2. Divide the class into four groups and give each group a topic. Have the groups discuss their topics and report their findings to the entire class. Here are four possible topics.
 - a. The development of Johnny's attitude toward the tumor
 - b. The psychology of people facing death
 - c. The courage of Johnny as revealed in speech, thoughts and action
 - d. Johnny's philosophy and how it supported him through his illness

D. Word attack and vocabulary development

1. Reinforce contextual meaning and word root skills.
2. Introduce these phonic rules.
 - a. If there are two or more vowels in a word of one syllable, the first vowel is long and the second is short.
 - b. If two vowels in a word are separated by two or three consonants, both consonants are short.
 - c. One vowel in a word of one syllable is usually short

E. Follow-up activities

1. Compare the courage of Johnny to the courage of Santiago in Old Man and the Sea and Bert Cates in Inherit the Wind.

To Student

Name _____ Section _____ Date _____

Directions: Find the root words in these words.

1. sensory
2. buoyant
3. exhortation
4. recurrent
5. incredulous
6. summation
7. irrevocable
8. accentuating
9. animation
10. ominously

To Student

Name _____ Section _____ Date _____

Directions: Determine whether the vowels in these words are long or short. Put (-) over the vowel if it is long and put (u) over the vowel if it is short. Then fill in the blanks of the rule.

1. a. trade
- b. mate
- c. kite
- d. boat
- e. seat
- f. suit

If there are _____ or more vowels in a word of _____ syllable, the vowel is _____ and the _____ vowel is _____.

2. a. matches
- b. hedge
- c. fringe
- d. sponge
- e. fudge

If _____ vowels in a word are separated by _____ or _____ consonants, _____ vowels are _____.

3. a. cap
- b. step
- c. sip
- d. mop
- e. cup

_____ vowel in a word of _____ syllable is usually _____.

To Student

Name _____ Section _____ Date _____

Directions: Match the underlined words in the ten sentences to the synonyms at the top of the page.

Synonyms

- | | |
|-----------------------------|--------------------|
| a. comparison | f. doubtful |
| b. speed | g. free of water |
| c. faithful | h. famous |
| d. recovery | i. exact |
| e. pertaining to the senses | j. occurring again |

_____ 1. The brain controls pain in other parts of the body, but there are no sensory nerves in brain tissue.

_____ 2. He was allowed only a bare minimum of fluid, since dehydration would decrease the pressure inside his head.

_____ 3. Another difference among tumors is that some have a greater velocity of growth.

_____ 4. Above all we had to shield him from definite, explicit knowledge.

_____ 5. She helped him by trying to make theater of the recurrent daily medical crises.

_____ 6. The house was, from almost every point a perfect place for convalescence.

_____ 7. That ugly analogy came up again-his brain was like an apple with a spot on it.

_____ 8. We had told Johnny how eminent Penfield was.

_____ 9. My own first reaction was doubtful, and Frances was dubious too.

_____ 10. He hated the diet, but held onto it with utmost fidelity.

To Student

Name _____ Section _____ Date _____

Study questions

Chapter I

1. What were Johnny's reactions to the illness?
2. What was Johnny's attitude toward prayer? What did his prayer mean?
3. Does Johnny know he has cancer?

Chapter II

1. Explain John's father's statement, "His good humor was equaled only by his courage." Find an example.
2. Why are Beethoven's and Milton's afflictions mentioned in connection with John's brain tumor?

Chapter III

1. This chapter shows the courage of many people. What is the courage displayed by Johnny Sr., Francis, and the doctors?

Chapter IV

1. Why did Johnny want to go to Harvard?

Chapter V

1. Johnny seems to do many things because of pride? Find an example. Are pride and courage intertwined? Can one ever be the result of the other? Explain.
2. Explain the line "All the doctors!- helpless flies now, climbing the granite face of death."

Chapter VI

1. For what does John Gunther, Sr. want Johnny remembered? Explain.

To Teacher

Answer sheet for word attack skills (Death Be Not Proud)

Page 61

1. sense
2. buoy
3. exhort
4. recur
5. creed
6. sum
7. revoke
8. accent
9. animal
10. omen

Page 62

- | | | |
|----|------------------------|-----------------------|
| 1. | a. trā ^u dě | d. bō ^u āt |
| | b. mā ^u tě | e. sē ^u āt |
| | c. kī ^u tě | f. sū ^u īt |

two, one, first, long, second, short

- | | | |
|----|--------------------------|-------------------------|
| 2. | a. mā ^u tchěs | d. spō ^u ngě |
| | b. hē ^u dge | e. fū ^u dge |
| | c. frī ^u ngě | |

two, two, three, both, short

- | | | |
|----|-----------------------|----------------------|
| 3. | a. cā ^u p | d. mō ^u p |
| | b. stē ^u p | e. cū ^u p |
| | c. sī ^u p | |

one, one, short

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1. e
2. g
3. b
4. i
5. j
6. d
7. a
8. i
9. f
10. d